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ABSTRACT

The Terry Campus of Delaware Technical and Community College has established academic standards to endorse competencies and skills for all courses of the technological programs. These standards eliminate conflicts and allow students to understand, from the beginning of their studies, the requirements for awarding a degree, diploma, or certificate. Outlined in this guide are the following: (1) graduation requirements; (2) advanced credit for experiential learning and College Level Examination Program (CLEP), credit by examination, and transfer credit; (3) evaluation standards in the areas of grading policy, types of testing, and retesting policy; (4) student paper writing policy as relates to appearance, mechanics/organization, documentation; and (5) policy on monitoring student progress. Additionally, minimum competencies are outlined for degrees in building science technology (including architecture, civil engineering, and construction curricula), business administration technology (including business administration, business technology, accounting, banking, and data processing curricula), criminal justice technology (including corrections and police science curricula), electrical/electronics technology, human services technology, practical nursing technology, and secretarial technology (including two-year executive secretarial, one-year clerical, and one-year stenographic curricula). (MB)

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# ACADEMIC STANDARDS

## FALL 1978

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JC 790 086

Delaware Technical and Community College---Terry Campus

# TERRY CAMPUS
## DELAWARE TECHNICAL AND COMMUNITY COLLEGE

*Gary Frank Petty*
*Vice President of the*
*College & Campus Director*

The administration and faculty of Terry Campus are committed to producing graduates who will be competent employees and productive citizens. To verify this commitment, formal Academic Standards for the campus have been codified and will take effect the Fall Quarter, 1978.

These standards will accomplish several purposes. They will inform students of the mandatory educational requirements of their respective fields as well as the competencies they can expect to demonstrate before graduation. All faculty members will be aware of their teaching responsibilities for the students' successful completion of a particular course of study. In addition, employers will be guided by a documented list of competencies demonstrated by the student. Finally, the college Board of Trustees, elected officials, and friends and supporters from the community will have a clear understanding of the specific, measurable returns realized from the public investment in this institution.

Academic standards assure that a Terry Campus education meets a prescribed course of structured rigor, producing graduates with technical expertise, personal maturity, and dedication to work.

Sincerely,

Gary Frank Petty



1832 North Dupont Parkway, Dover, Delaware 19901 (302) 678-5321

**SPRING 1978**

**TERRY CAMPUS**

**ACADEMIC STANDARDS COMMITTEE**

Chairman: Dr. Gary Frank Petty, Vice President of the College and Campus Director

Lew Atkinson, Chairman, Reading Department
Mary Bryne, Instructional Director, Library
Frank Everett, Instructional Director, Public Services
Sandy Falatek, Chairman, Nursing Department
Paul Fleming, Counselor and Financial Aid Officer
Jim Ford, Chairman, Criminal Justice Department
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Nancy Magrone, Chairman, Business Administration Department
Rich Marchese, Electrical-Electronics Department
Frankie Miller, Chairman, English-Humanities Department
Don Phillips, Electrical-Electronics Department
Jo Rolison, Secretarial Department

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## PURPOSE

The Terry Campus of Delaware Technical and Community College has established academic standards to endorse competencies and skills for all courses of the technological programs at the Campus. The application of the new standards will eliminate conflicts and allow students to understand, from the beginning of their studies, the requirements for the awarding of a degree, diploma, or certificate by the College. Transfer institutions and employers will also be better able to interpret the quality and quantity of the students' coursework. Finally, the community, members of the General Assembly, Federal government agencies, and the Middle States Association of Colleges and Schools will be assured that Terry Campus maintains high academic standards in all of its programs.

## GRADUATION REQUIREMENTS

A student is eligible for graduation when:

1. He has satisfactorily completed courses specified for a degree in his curriculum area.

2. He has filed official application for graduation with the Office of the Registrar *at least one quarter* prior to completion of his program.

3. He has satisfied all financial obligations owed the College.

4. He has paid the Graduation Application Fee.

5. He has satisfied the Credits in Residence requirement.

The College is Authorized to award:

A. An Associate Degree of Applied Science to graduates of two-year technology programs.

B. A Diploma to those completing one-year programs.

C. A Certificate to those completing special programs.

## ADVANCED CREDIT

**Experiential Learning and CLEP:**

Advanced Credit, including experiential learning and CLEP, is reviewed and awarded based on verifiable information provided by the student. The majority of Advanced Credit is awarded by the Electronics and Business Administration Departments based on military work experience and schools.

CLEP credit is awarded based upon earned scores for the following courses (See Appendix A for required scores):

| | | |
|---|---|---|
| English I | General Psychology | Accounting I/II/III |
| English II | Sociology I | Principles of Management |
| Tech Math I | Human Development II | Business Law I |
| Business Tech Math II | General Chemistry | Principles of Marketing |
| Political Science | Formula Translation Language | Introduction to Data Processing |

**Credit by Examination**

Credit by Examination is awarded based on the College policy. A student may request in writing a Credit by Examination test in every department for every course. Upon approval of the department representative, the test is administered. If the student receives a positive evaluation, the course and grade are recorded.

**Transfer Credit:**

Transcripts are evaluated by all departments for the transferability of courses based on the following:

1. Transcripts must be official and sent directly to the Terry Campus from the issuing institution.
2. A minimum grade of "C" must be earned in the course.
3. The course must have a parallel at the Terry Campus.
4. In general, the course must not be over ten years old.
5. The transferring course must have application to the student's current curriculum.
6. Re-evaluation of the transcript will occur if the student changes curriculum.

## TERRY CAMPUS

## EVALUATION STANDARDS

### Grading Policy

All departments adhere to a prescribed grading scale:

In accordance with College guidelines, each course at the Terry Campus has measurable objectives. How students meet these objectives is described on their permanent records as follows:

A.....Student meets the Measurable Objectives in an outstanding manner. (Numerical equivalent: 91-100)

B.....Student meets the Measurable Objectives in an above average manner. (Numerical equivalent: 82-90)

C.....Student meets the Measurable Objectives. (Numerical equivalent: 75-81)

R.....Student has not met Measurable Objectives and must repeat course. (Numerical equivalent: 74 or less)

I.....Incomplete (See explanation that follows)

Other grading symbols used to monitor student progress include:

O – Withdraw/Official.....Withdrawal with approval of College

U – Withdraw/Unofficial.....Withdrawal without approval of College.

S.....Temporary Grade denoting that the student is continuing satisfactorily in the course. (See explanation that follows)

L.....Registration status denoting audit of course. (See explanation that follows)

**Incomplete "I"** – Students who receive an incomplete course evaluation, "I," must complete the requirements for the course within six (6) weeks after the start of the following quarter or the incomplete grade will become an "R" and the student must register for the course in a future quarter. An "Incomplete" during the Spring Quarter allows the student six (6) weeks into the Fall Quarter to complete the course requirements. The student and instructor determine how the incomplete portion of the course will be completed. If an instructor deems it eessential that an "Incomplete" be extended beyond the deadline, a request in writing should be sent to his or her chairperson for endorsement and then to the Dean of Instruction for approval. The request should include a projected date of completion and the reason for the requested extension. A student who receives an "Incomplete" grade does not re-register for the course.

A student may receive an "I" for circumstances beyond his control, i.e., for unpredictable circumstances which hinder the student from completing course requirements. While sickness, personal trauma, etc., are automatically considered as valid reasons for issuing an "I," there are other circumstances which may also warrant an "I" evaluation. An example may be the inability of a student to complete a course project because of valid obstacles encountered.

In general, the instructor should evaluate the exigencies of a situation and award an "I" where it would be in the best interests of the student and of the educational process. If an error is to be made in the awarding of the "I," it should be made in favor of the student. If in doubt, the instructor should consult the Department Chairman.

**Satisfactory "S"** – The "S" evaluation will be used as a temporary evaluation in courses where the student has not completed the measurable objectives of the course but is continuing to progress in the course. Courses in which the "S" evaluation may be used must be preapproved by the Dean of Instruction of the Campus. The "S" evaluation is intended to be used in pre-tech courses and courses taught by the individualized method of instruction. The student must re-register for the course so that a passing evaluation may be awarded.

A student may receive an "S" grade only once for any given course. Failure to complete the "S"-graded course within the quarter designated for completion will result in a terminal evaluation of "R."

For those students, especially part-time and Veteran students, who might suffer undue distresses by receiving an "S" grade, the following procedure may be utilized in progressing from one sequential individualized course to another.

1. Identify if the student is a Veteran. If he is, inform him that his completed course must be reported to the VA, regardless of when it occurs within a quarter.

2. If the Veteran wishes to continue receiving his VA benefits during the quarter, he must register in the sequential course and is to be instructed that if the course is not completed within the current quarter, an "S" grade will be assigned.

3. If the student, VA or other, prefers not to register for the sequential course, but wishes to begin receiving instruction in the sequential course, this may be done. The instructor will maintain records of the student's progress. The student will be required to register for the course during the *immediate* quarter following that in which the unregistered course was begun. The student will begin the registered course at the point where he/she left off. If the student fails to register for the course during the immediate quarter following that in which the unregistered course was begun, the student will be required to resume the course from the beginning. By receiving prior instruction in the course, *the student relinquishes all rights to "credit by examination" for the course.* The terminal grade is submitted as would be done for any other course.

**Listener "L"** - Although this is not an official grade of the College, it is a registration status used at the Terry Campus. A student must designate at the time of course registration that he/she will audit the course. Following registration, no change can be made to the registration status. For example, a student registered as a listener cannot later change status to receive a final grade. Nor can a student registered for a final grade change to listener status.

A student registered as a listener will be identified on the class list with "1" in the grade column (GRD). No grade cards will be produced for this student at the end of the quarter.

**Types of Testing**

All departments should provide varied testing experiences for the students. Upon graduation, students should have been responsible for essay answers as well as objective answers.

Retests should be in various forms. For example, if the initial test is an objective-answer format a different test should be developed for the retesting, either a different set of questions or a different test format, such as an essay.

**Retesting Policy**

A student is allowed to retest recycled tests under the following conditions:

1. After further study of the information covered by the initial test, one retest per objective or per test is allowed all students as a matter of right. Remedial work must be assigned to a student who does not pass the initial test. After this first retest is recycled, the instructor may file an Academic Progress Report immediately or otherwise notify the student.

2. A second retest can be given at the discretion of the instructor.

3. If a student fails a second retest, the instructor may either drop the student or take other action. To drop the student, an Academic Progress form and a Drop-Add form must be submitted. The student who is dropped from the course after a second retest will receive an R grade for the course that quarter.

| Academic Progress Grades | Attendance Grades |
|---|---|
| A | W/W |
| B | W/O |
| C | I |
| R | |
| S | |
| I | |

4. Using the standard appeal process, the student has the right to appeal being dropped from the course.

If a student retests, he may *not* receive a grade of higher than a C (75) for the test or objective.

## TERRY CAMPUS, DTCC

### Writing Policy

Written communications often provide the first impression or only impression an employer or an instructor receives when evaluating a student. To encourage competency in acceptable writing standards, all departments of Terry Campus adhere to the Writing Policy guidelines in evaluating student papers. Unacceptable papers will be returned to the student for revision *before* grading.

**Appearance**

Legible, neat handwriting or typing
Standard manuscript form
- adequate margins
- no scratch-outs
- writing on one side of paper
- handwriting on every other line
- typing, double-spaced
- standard 8 1/2" x 11", white paper

Adequate heading or identification
- name
- date
- class
- title of assignment

**Mechanics/Organization**

All departments will use a form similar to the one below to indicate revisions needed:

The English on this paper needs *strengthening* in:

| | |
|---|---|
| ____Capitalization | ___Organization |
| ____Completeness of ideas | ___Punctuation |
| ___Grammatical usage | ___Spelling |

Please consult the English Lab Technician for help during the Lab hours:
Room 211, Monday through Thursday, 2:30 – 6:00 p.m.

With some additional work, you can submit a much better paper.

Instructor

## Documentation

If any information used in a paper is the result of research, the student MUST properly credit the source. For example, if a student reads a magazine article on solar heating advantages and writes a paper using *any* of the ideas from the article—whether directly quoted *or* paraphrased—he *MUST* identify the source.

Failure to give credit to sources used for information is *plagiarism*, a form of cheating.

Acceptable documentation may be in two forms—Modern Language Association (MLA) or American Psychological Association (APA). Examples of each are given below:

### MLA

Bibliography entry:

Anderson, Walt. "Breaking Out of the Establishment Vise,"
Human Behavior, 2 (December 1973), 10-16.

Footnote: (At bottom of page or end of report)

[1]Walt Anderson, "Breaking Out of the Establishment Vise,"
Human Behavior, 2 (December 1973), 10.

### APA

Bibliography entry:

Anderson, W. Breaking out of the establishment vise.
Human Behavior, 1973, 2, 10-16.

Footnotes: (Within the report)

He stated that "behaviors changed when they were studied in these environments" (Anderson, 1973, p. 14).

Anderson (1973) said "behaviors changed when they were studied in these environments" (p. 14).

## POLICY ON MONITORING STUDENT PROGRESS

The following guidelines should clarify the responsibility of the student, the counselor, and the faculty advisor in monitoring the progress of the student:

1. Students are expected to maintain satisfactory academic progress in their course work by having an overall Cumulative Grade Point Average, (G.P.A.), of 2.00 with zero Quality Point Deficit. Students who have a Quality Point Deficit of 1-12 are on "Probation." Whenever the deficit exceeds 12, the student is not making satisfactory progress and is placed on "Probation-Reduced Loan."

2. At the end of each quarter, both the counselor and the faculty advisor shall identify students with a Quality Point Deficit.

3. When a student has a Quality Point Deficit of 1-12, the faculty advisor, counselor, and the student shall establish, early in the next quarter, a mutually convenient time for a case conference to develop a written plan of action which should best serve the needs of the involved student. Once a plan of action has been implemented, the faculty advisor, the counselor, and the student should provide a method for follow-up evaluation and exploration of alternatives, which may include a change of curriculum, application for financial aid, assistance in securing employment, or withdrawal from the College. These alternatives shall be presented to the student in writing by the counselor and the advisor. Causes for the lack of progress may include limited motivation, limited ability, lack of interest, financial problems, poor attendance, or other factors.

4. When a student has a Quality Point Deficit in excess of 12, the student will be on Probation-Reduced Loan and will be limited to enrollment in two courses.

   The official notification to the student of the Probation or Probation-Reduced Loan status shall be the term grade report. The term grade report is mailed to the student at his stated address with first-class postage at the end of each quarter.

   The limited enrollment status may be removed upon demonstration of satisfactory progress by decreasing the Quality Point Deficit to less than 13.

5. Students placed on Probation-Reduced Loan status will face reduction of College financial aid, social security, loss of athletic eligibility, etc. Students receiving V.A. Educational Benefits will be reported for Lack of Progress to the Veterans Administration.

6. The College is bound by the State Approving Agency, (DPI), and the Veterans Administration to report unsatisfactory attendance, unscheduled interruptions in the educational process, and/or unsatisfactory progress of Veterans to the V.A. within 30 days of the last date of attendance, of the occurence, or immediately upon notification of unsatisfactory progress.

7. An Academic Progress Review Committee shall be established on each campus. This standing committee shall consist of not less than the Dean of Students or his/her designee (chairperson), the Dean of Instruction, or his/her designee, a member of the instructional staff, and a counselor. The Academic Progress Review Committee may reinstate a student with a Quality Point Deficit greater than 12 to a full-time status at the recommendation of the faculty advisor and/or may provide a hearing at the request of a student if mitigating circumstances exist, in compliance with the Family Educational Rights and Privacy Act of 1974.

## ARCHITECTURE CURRICULUM

## BUILDING SCIENCE TECHNOLOGY

## MINIMUM COMPETENCIES

Students completing six quarters of the Building Science technology requirements receive an A.A.S. degree. For the graduate, broad training in the building design and construction industry is combined with a comprehensive knowledge of one of the three areas of specialization: architecture, civil engineering, or construction.

**Architecture Option:**

Upon completion of the architecture option, the graduate has demonstrated competency in:

1. Reading and interpreting construction blueprints
2. Understanding the basic knowledge of common construction materials, their properties and uses
3. Working knowledge of common structural systems and the components of each system
4. Solving basic construction drafting problems with fundamental drafting skills: use of equipment, neatness, accuracy, symbols, and dimensioning
5. Understanding and being aware of common application regarding contracts and specifications in the construction industry such as bids, bonds, insurance, legal principles, government regulations, and contract formats
6. Preparing material take-offs and cost analysis working from blueprints and specifications
7. Solving basic surveying problems in taping, leveling, traversing, layout, and notekeeping with surveying equipment
8. Understanding zoning ordinances and building codes
9. Applying drafting and problem-solving skills along with the application of the knowledge of common construction methods and materials toward the preparation of a complete set of working drawings for a residential or light commercial building. The working drawings shall include site plans, foundation plans, floor plans, elevations, sections, and details

10. Applying a fundamental understanding of the architectural design process to include programming, schematic design, design development, and being able to carry the design phase through working drawings

11. Organizing and writing a concise, coherent technical report

12. Organizing and delivering an effective, understandable oral presentation

13. Perceiving motivational forces that affect human relationships in social and working environments.

## CIVIL ENGINEERING CURRICULUM

## BUILDING SCIENCE TECHNOLOGY

## MINIMUM COMPETENCIES

Students completing six quarters of the Building Science Technology requirements receive an A.A.S. degree. For the graduate, broad training in the building design and construction industry is combined with a comprehensive knowledge of one of the three areas of specialization: architecture, civil engineering, or construction.

**Civil Engineering Option:**

Upon completion of the civil engineering option, the graduate has demonstrated competency in:

1. Reading and interpreting construction blueprints
2. Understanding the basic knowledge of common construction materials, their properties and uses
3. Working knowledge of common structural systems and the components of each system
4. Solving basic construction drafting problems with fundamental drafting skills: use of equipment, neatness, accuracy, symbols, and dimensioning
5. Understanding and being aware of common applications regarding contracts and specifications in the construction industry such as bids, bonds, insurance, legal principles, government regulations, and contract formats
6. Preparing material take-offs and cost analysis working from blueprints and specifications
7. Solving basic surveying problems in taping, leveling, traversing, layout, and notekeeping with surveying equipment
8. Understanding zoning ordinances and building codes
9. Performing and interpreting results of common field testing procedures in the areas of compaction, density, and compressive strengths, safety limits, and other related tests commonly associated with large scale construction projects

10. Performing the duties of instrument man, party chief, or notekeeper in common survey problems: property surveys, site layout, road curve layout, cut and fill, drainage problems, and similar survey problems

11. Understanding fundamental construction processes of common structures: from plans to finished product, light and heavy commerical construction, road construction, water and sewage systems

12. Organizing and writing a concise, coherent technical report

13. Organizing and delivering an effective, understandable oral presentation

14. Perceiving motivational forces that affect human relationships in social and working environments.

## CONSTRUCTION CURRICULUM

## BUILDING SCIENCE TECHNOLOGY

## MINIMUM COMPETENCIES

Students completing six quarters of the Building Science Technology requirements receive an A.A.S. degree. For the graduate, broad training in the building design and construction industry is combined with a comprehensive knowledge of one of the three areas of specialization: architecture, civil engineering, or construction.

**Construction Option:**

Upon completion of the construction option, the graduate has demonstrated competency in:

1. Reading and interpreting construction blueprints
2. Understanding the basic knowledge of common construction materials, their properties and uses
3. Working knowledge of common structural systems and the components of each system
4. Solving basic construction drafting problems with fundamental drafting skills: use of equipment, neatness, accuracy, symbols, and dimensioning
5. Understanding and being aware of common applications regarding contracts and specifications in the construction industry such as bids, bonds, insurance, legal principles, government regulations, and contract formats
6. Preparing material take-offs and cost analysis working from blueprints and specifications
7. Solving basic surveying problems in taping, leveling, traversing, layout, and notekeeping with surveying equipment
8. Understanding zoning ordinances and building codes
9. Applying basic skills to solve common construction problems in materials, methods of construction, material take-off, materials testing, construction, surveying and layout, working drawing interpretation, and field supervision

10. Organizing and writing a concise, coherent technical report

11. Organizing and delivering an effective, understandable oral presentation

12. Perceiving motivational forces that affect human relationships in social and working environments

## ACCOUNTING CURRICULUM

## BUSINESS ADMINISTRATION TECHNOLOGY

## MINIMUM COMPETENCIES

The Business Administration Technology offers students an Associate of Applied Science degree. (A.A.S.). Students may choose from five different curricula within this technology: accounting, business administration, business technology, banking and data processing. The Business Administration Technology strives to provide a six-quarter comprehensive, post-secondary program of business training and education to assist students in developing their potential in semi-professional and occupational areas that meet the needs of both the participating students and those of the existing and emerging business communities.

All Business Technology programs prepare the students for *at least* an entry-level position in their area of specialization and for transfer to four-year colleges.

**Accounting Specialization:**

Upon completion of the accounting specialization, graduates will be able to analyze, interpret, and prepare all the steps of the accounting cycle for a single proprietorship, partnership, and corporation, (both manufacturing and merchandising concerns) by using the prescribed format as outlined by the American Institute of Certified Public Accountants.

Specifically, the accounting graduate has demonstrated competency in:

1. Analyzing, journalizing, and summarizing the day-to-day transactions for a business concern

2. Establishing and maintaining basic systems of internal control over:

   a. Cash receipts and disbursements
   b. Payroll
   c. Petty Cash

3. Maintaining accurate records of receivables and payables, including open account subsidiary ledgers and negotiable paper

4. Maintaining accurate records of inventory and cost of goods sold using FIFO, LIFO, weighted average, and lower of cost or market value for both physical and perpetual methods

5. Recording and maintaining accurate records for the acquisition, depreciation (all accepted methods), amortization, depletion, and disposal of long-term assets

6. Maintaining a payroll system which will include the computation and recording of:

   a. Gross earnings
   b. Applicable deductions
   c. Net pay
   d. Employer's associated tax liabilities

7. Interpreting partnership agreements and making necessary entires to:

   a. Establish a partner
   b. Compute the distribution of subsequent gain or loss
   c. Record the withdrawal of a partner or liquidation of the firm

8. Recording all necessary entires to:

   a. Establish a corporation through issuance of stock
   b. Maintain continuing control and subsidiary records of the stockholders equity, including premiums, discounts, stock splits, donated capital, and treasury stock

9. Computing and recording the effect on retained earnings of:

   a. The application of retained earnings
   b. Appropriations
   c. Dividends
   d. Correction of errors
   e. Extraordinary gains and losses

10. Preparing all entires to record and maintain accurate, timely financial data for all long-term investments and debts including:

    a. Establishment of the original appropriate account or accounts
    b. Continuing valuation during the holding period
    c. Entries to record their eventual sale or payment

11. Preparing all budgets, allocations, and entries necessary to record the operation of a departmentalized or branch operation

12. Making all adjustments necessary to accurately combine the financial statements of subsidiary or affiliated firms

13. Analyzing, recording, and summarizing the day-to-day transactions of a manufacturing firm using either the process system or the job order system for:

    a. Materials, purchases, and inventory
    b. All direct costs and allocations
    c. Factory overhead allocations
    d. Work in process
    e. Finished goods inventory

14. Preparing the complete master budget using standards and interpreting any variance between standard costs and actual costs

15. Calculating and presenting analyses as basis for management decisions such as:

    a. Break even
    b. Product profitability
    c. Pricing
    d. Investments and replacement of assets
    e. Payback period
    f. Rate of return
    g. Net present value

16. Planning, computing, and filing income taxes for individuals and, from both the standpoint of financial reports and for federal income tax purposes, for business firms

17. Computing, organizing, and presenting all end-of-period financial data in prescribed form, for proprietorship, partnership, and corporate firms, including:

    a. Income Statement
    b. Capital or Retained Earnings Statement
    c. Balance Sheet
    d. Statement of changes in financial position
    e. Comparative statements

18. Organizing and writing a concise, coherent business report

19. Organizing and delivering an effective, understandable oral presentation

20. Perceiving motivational forces that affect human relationships in social and working environments

## BUSINESS ADMINISTRATION CURRICULUM

## BUSINESS ADMINISTRATION TECHNOLOGY

## MINIMUM COMPETENCIES

The Business Administration Technology offers students an Associate of Applied Science degree, (A.A.S.). Students may choose from five different curricula within this technology: accounting, business administration, business technology, banking, and data processing. The Business Administration Technology strives to provide a six-quarter comprehensive, post-secondary program of business training and education to assist students in developing their potential in semi-professional and occupational areas that meet the needs of both the participating students and those of the existing and emerging business communities.

All Business Technology programs prepare the students for *at least* an entry-level position in their area of specialization and for transfer to four-year colleges.

**Business Administration Specialization:**

Students will be able to utilize and apply the principles of basic marketing, management, accounting, and statistics to simulated business situations and be able to prescribe a course of action that will not violate any of the principles from the above-mentioned areas.

1. Specifically, the graduate has demonstrated competency in:

   Making marketing decisions through an understanding of basic concepts of marketing:

   a. Marketing management
   b. Selecting and evaluating target markets
   c. Analyzing buyer behavior
   d. Product concepts
   e. Developing pricing
   f. Managing products

2. Maintaining familiarity with the various marketing channels available for distributing consumer, industrial, and non-business goods and understanding the behavior of channel members relative to channel cooperation, conflict, and leadership

3. Developing an advertising campaign including:

   a. Identifying and analyzing the advertising target
   b. Defining the advertising objectives
   c. Creating the advertising platform
   d. Determining the advertising appropriation
   e. Developing the media plan
   f. Creating the advertising message
   g. Evaluating the effectiveness of the advertising

4. Managing the sales force of a firm by:

   a. Establishing sales force objectives
   b. Determining sales force size
   c. Recruiting and selecting salespeople
   d. Training sales personnel
   e. Compensating salespeople
   f. Motivating salespeople
   g. Creating sales territories
   h. Controlling and evaluating sales force performance

5. Selling a product, service, or idea employing the elements of the personal selling process:

   a. Approaching the consumer
   b. Determining the need
   c. Presenting the merchandise/service/idea
   d. Overcoming objections
   e. Closing
   f. Following-up

6. Showing how price aids in attaining a given rate of return on investment objectives

7. Writing management objectives and policies

8. Understanding the human side of enterprise enabling a positive motivation impact on people being managed. Motivation theories assimilated are those of:

   a. Taylor
   b. Hawthorne Studies
   c. Maslow
   d. McGregor
   e. Herzberg

9. Becoming a good contract administrator as a firstline or middle manager in a store or factory that is unionized knowing:

   a. The union contract
   b. The role of past practice
   c. Corrective training, (discipline), procedure
   d. The union's role in corrective training
   e. How to build a case
   f. The grievance procedure
   g. How arbitration works
   h. How to work with the union steward

10. Implementing a cost savings program

11. Conducting a motion study and analyzing the operation by means of the Kipling approach

12. Conducting a time study

13. Conducting a managerial system analysis

14. Organizing and writing a concise, coherent business report

15. Organizing and delivering an effective, understandable oral presentation

16. Perceiving motivational forces that affect human relationships in social and working environments.

## BUSINESS TECHNOLOGY CURRICULUM

## BUSINESS ADMINISTRATION TECHNOLOGY

## MINIMUM COMPETENCIES

The Business Administration Department offers students an Associate of Applied Science degree, (A.A.S.). Students may choose from five different curricula within this department: accounting, business administration, business technology, banking, and data processing. The Business Administration Department strives to provide a six-quarter comprehensive, post-secondary program of business training and education to assist students in developing their potential in semi-professional and occupational areas that meet the needs of both the participating students and those of the existing and emerging business communities.

All Business Department programs prepare the students for *at least* an entry-level position in their area of specialization.

**Business Technology Specialization:**

The Business Technology curriculum allows the student a degree of flexibility in course selection to meet the student's career goals. This program is designed for the student who does *not* intend to transfer to a four-year school after completing this curriculum but desires to acquire job entry-level skills. The increase in electives offered in this program affords the student an opportunity to select courses from the following technology curricula: Business Administration, Accounting, Data Processing, or Executive Secretarial.

**Banking Specialization:**

The purpose of this curriculum is to upgrade the skills of the new bank employee as well as the experienced senior bank employee. Offered in this program are specific courses oriented to the banking industry; general business courses to include the areas of accounting, management, and leadership training; and a variety of related studies courses. The student that successfully completes this curriculum will receive an Associate of Applied Science degree with a major in banking, as well as the following American Institute of Banking certificate:

1. Basic Banking Certificate
2. Standard Banking Certificate
3. Advanced Banking Certificate

## DATA PROCESSING CURRICULUM

## BUSINESS ADMINISTRATION TECHNOLOGY

## MINIMUM COMPETENCIES

The Business Administration Technology offers students an Associate of Applied Science degree, (A.A.S.). Students may choose from five different curricula within this technology: accounting, business administration, business technology, banking, and data processing. The Business Administration Technology strives to provide a six-quarter comprehensive, post-secondary program of business training and education to assist students in developing their potential in semi-professional and occupational areas that meet the needs of both the participating students and those of the existing and emerging business communities.

All Business Administration Technology programs prepare the students for *at least* an entry-level position in their area of specialization.

**Data Processing Specialization:**

Upon completion of the data processing specialization, graduates will be able to analyze, design, and program correct solutions to automated business problems in the most efficient manner.

Specifically, the data processing graduate has demonstrated competency in:

1. Writing comprehensive RPG II programs to solve business and financial problems
2. Solving problems using PERT or CPM types of analysis
3. Writing complex COBOL programs capable of updating, maintaining, and reorganizing ing data files
4. Demonstrating an understanding of accounting procedures by being able to post to the general ledger and subsidiary ledgers, and prepare and analyze balance sheets and income statements
5. Showing his/her understanding of the systems process by conducting a systems investigation using preliminary investigation, detailed system study and analysis, systems design, system development and implementation

6. Exhibiting familiarity with up-to-date communication techniques and terminology, such as baud rate, modem, multiplexor, types of line errors and their causes

7. Maintaining currency with the most current advances in tele-communications, input media devices, and general hardware architecture

8. Performing routine program maintenance

9. Knowing the four parts of a decision table and applying the derived decision table to computer programs written in various languages

10. Knowing the elements of structured programming and applying this knowledge to writing COBOL programs

11. Understanding general hardware specifications of different manufacturers' computers and designing a correct system given various constraints. The solution will be as to CPU size, disk area, CPU memory type, (virtual vs. conventional), on-line vs. batch, etc.

12. Knowing the attributes of a successful data processing professional as presented by guest speakers and as observed in the RJE area

13. Organizing and writing a concise, coherent business report

14. Organizing and delivering a clear, effective oral presentation

15. Perceiving motivational forces that affect human relationships in social and working environments.

## CORRECTIONS CURRICULUM

## CRIMINAL JUSTICE TECHNOLOGY

## MINIMUM COMPETENCIES

The Criminal Justice Technology offers an A.A.S. degree in corrections and/or police science. This department provides academic services for students new to the field and those actively engaged in the working field of criminal justice. This relatively new field of academic study is based upon rapidly expanding knowledge of courts, corrections, and law enforcement. Philosophically, the Criminal Justice Technology educates the students, and the respective criminal justice agencies train the students.

Academic preparation is provided for entry level corrections and law enforcement positions in the criminal justice system. This is accomplished by combining the most effective utilization of institutional resources, including areas of human behavior, communication skills, and technical knowledge.

**Corrections Specialization:**

Since a strong background in human services courses is seen as an essential part of the corrections degree, each graduate of the corrections specialization has demonstrated competency in:

1. Understanding basic criminal law, the Delaware Criminal Code, (Title II), and constitutional law as they apply to corrections responsibilities

2. Exhibiting that degree of self-confidence necessary to cope with verbal abuse from citizens and placing the abusive actions in proper perspective

3. Relating technical information with a broad criminal justice vocabulary

4. Understanding the state and federal correctional systems, from institutional relationships to the specific functions of various state agencies and court systems

5. Identifying, delineating, and working with various subcultural groupings within the state's correctional facilities

6. Recognizing the rights of incarcerated persons and the systems used to protect those rights

7. Dealing with physical and psychological drug and alcohol addictions in a correctional setting for males or females, juveniles or adults, based on a knowledge of the development and successful handling of social problems

8. Dealing with a variety of sexually aberrant behavior often present in correctional facilities by recognizing probable cause, consequences, and nondestructive treatment.

9. Recognizing and working with subtle or overt problems of coersion, "strong arming," supergoating, and other interpersonal conflicts problems

10. Recognizing symptoms of psychological problems with the appreciation for the degree of seriousness involved

11. Referring problems out of his/her realm of competency

12. Identifying, explaining and applying theoretical approaches to delinquency from each of the five theoretical frameworks. This includes the treatment plan that is implicit in each theory

13. Delineating the total criminal justice process (for juveniles and adults) from violation through arrest, trial, and disposition, being able to explain all of the possible alternatives at each step and the social, legal and personal ramifications of each

14. Explaining the philosophical base for and a wide variety of practical applications of correctional services in the community

15. Listing, organizing, and explaining the wide variety of problems and issues facing administration in jails, prison, probation and parole, diversion and community programs

16. Organizing and writing a concise, coherent report

17. Organizing and delivering effective oral presentations

18. Perceiving motivational forces that affect human relationships in social and working environments

## POLICE SCIENCE CURRICULUM

## CRIMINAL JUSTICE TECHNOLOGY

## MINIMUM COMPETENCIES

The Criminal Justice Technology offers an A.A.S. degree in corrections and/or police science. This department provides academic services for students new to the field and those actively engaged in the working field of criminal justice. This relatively new field of academic study is based upon rapidly expanding knowledge of courts, corrections, and law enforcement. Philosophically, the Criminal Justice Technology educates the students, and the respective criminal justice agencies train the students.

Academic preparation is provided for entry level corrections and law enforcement positions in the criminal justice system. This is accomplished by combining the most effective utilization of institutional resources, including areas of human behavior, communication skills, and technical knowledge.

**Police Science Specialization:**

Each graduate of the police science specialization has demonstrated competency in:

1. Understanding basic criminal law, the Delaware Criminal Code, (Title II), and constitutional law as they apply to police science responsibilities

2. Exhibiting that degree of self-confidence necessary to cope with verbal abuse from citizens and placing the abusive actions in proper perspective

3. Relating technical information with a broad criminal justice vocabulary

4. Understanding legal definitions of reasonable doubt, direct examination, cross examination, redirect examination, recross examination, and contempt of court objectives

5. Recognizing physical or psychological addictions to drugs or alcohol and dealing with these situations

6. Delineating the responsibilities of police, courts, and corrections and the functions of their various agencies

7. Recognizing and appreciating the contemporary problems and frustrations of a police administrator

8. Understanding basic elements of the scientific investigations of crime, including forensic pathology and the role of medical examiners

9. Realizing the role of a public officer as a public servant rather than an independent individual

10. Organizing and writing a concise, coherent report

11. Organizing and delivering effective oral presentations

12. Perceiving motivational forces that affect human relationships in social and working environments.

## ELECTRICAL/ELECTRONICS TECHNOLOGY

## MINIMUM COMPETENCIES

The Electrical/Electronics Department awards students an Associate of Applied Science degree, (A.A.S.), with options in electrical or electronics. To receive this degree, the students must complete six quarters of training adapted to the quickly developing needs of the electrical/electronics field. The graduating student will be able to construct electrical or electronic circuits from engineering designs provided to him by supervisory engineers, to apply test and evaluation procedures to electrical and electronic circuits, and to correct circuit and/or component defects with the use of instrument-aided analysis.

A graduate of the Electrical/Electronics program is qualified for at least an entry-level position in his option, either the electrical or electronics.

Specifically, the Electrical/Electronics graduate has demonstrated competency in:

1. Using proper techniques for mounting electrical or electronic components and soldering them into place
2. Reading and interpreting electrical and electronic symbols
3. Reading and interpreting electrical and electronic schematic diagrams
4. Reading color codes and identifying markings on electrical and electronic components
5. Following safe procedures and practices while working with electrical and electronic equipment
6. Performing instrumental measurements on electrical and electronic equipment as a basis for diagnosis and correction of faults
7. Constructing basic electrical and electronic circuits using schematic drawings as a guide
8. Evaluating the operation of electrical and electronic circuits to determine compliance with technical specifications
9. Detecting and replacing defective components in electrical and electronic circuits

10. Producing with modern drafting methods formal drawings of electrical and electronic circuits that may be used in production of equipment

11. Reading and understanding instruction/operating manuals for precise content to enable the student to put into operation new electrical and electronic equipment

12. Assisting, as a member of an electronics engineering team, in the development and application of digital electronic equipment. Included in this entry is an entry-level ability to assist in the preparation of programs for microcomputer equipment used in industrial control processes

13. Working cooperatively with inspection and engineering personnel in maintenance and operation programs for electrical and electronic equipment

14. Operating and maintaining, on an entry level, modern electronic communications equipment

15. Operating and maintaining, on an entry level, electrical and electronic industrial motor control devices

16. Performing, on an entry level, as a supplier of electrical and electronic parts using appropriate catalogues and inventory documents

17. Organizing and writing a concise, coherent technical report

18. Organizing and delivering a clear, effective oral presentation

19. Perceiving motivational forces that affect human relationships in social and working environments.

## HUMAN SERVICES TECHNOLOGY

## MINIMUM COMPETENCIES

The Human Services Department awards students an A.A.S. degree. To receive this degree, the students must complete six quarters of academic training. During the final quarter of a student's course of studies, he/she must spend a minimum of thirty hours per week in a sponsored internship program.

The goal of the Human Services curriculum is to educate and train the beginning human service professional to demonstrate a cadre of generalists skills to enable them to assist the professional human service worker in a variety of areas such as:

a. community organization and development
b. health and social services
c. child care
d. recreation
e. mental health
f. substance abuse
g. geriatric services

The broad and inclusive nature of the human services skills, which require a wide range of talents, are impossible to categorize into exhaustive list of competencies demonstrated by the human services graduate.

Specifically, the human services graduate has demonstrated competency in:

1. Investigating moral issues and common problems confronting human service workers and becoming sensitive to factors affecting both clients and themselves

2. Identifying major social policies and programs which affect human service agencies and their clientele

3. Assisting in developing a grant proposal for programming and funding. The proposal will include definition of target population, needs assessment, program design, budget, and evaluation procedures

4. Maintaining comprehensive records and reports as mandated by human service agencies

5. Participating in the agency program planning and evaluation process by:

   a. Establishing value formation of the program
   b. Identifying short and long-term goals and objectives
   c. Determining criteria for goal measurement
   d. Identifying goal activity of the program design
   e. Establishing operation of the program
   f. Assessing the effects of the program operation

6. Conducting an intake (initial) interview with a client to:

   a. Complete a social history on a client by incorporating the following skills:

      Describing the needed or requested service
      Stating the presented problem
      Observing and recording behavior
      Identifying psychological defenses and development stage
      Assessing and identifying available needed resources
      Completing necessary documentation of the above points

   b. *Synthesizing* documented information and developing an intervention plan based on a model that is appropriate to the documented problem. The intervention plan will include a delineation of goals and objectives and will be further developed into a written contract, plan of action

   c. Implementing the written contract, plan of action, by selecting appropriate intervention strategies

   d. Selecting appropriate community resources to assist in solving the presenting problem(s) of the clients; providing a description of the resource, nature of service, eligibility requirements; and establishing telephone contact and location of service to the client

7. Organizing and writing a concise, coherent technical report

8. Organizing and delivering a clear, effective oral presentation

9. Perceiving motivational forces that affect human relationships in social and working environments.

## PRACTICAL NURSING TECHNOLOGY

## MINIMUM COMPETENCIES

A health team is dependent upon the practical nurse to provide safe and competent nursing care in a variety of situations. The nursing faculty strives to produce the best trained beginning practitioners to fill the community's need for practical nurses. The Nursing Department awards students a diploma upon course completion, indicating a technical education with a background knowledge of related areas and biological sciences.

Three groups of skills have been selected specific to the speciality areas of Medical-Surgical Nursing, Pediatric Nursing, and Obstetrical Nursing. The students spend 30 hours at a private and public nursing home from October through December and also have an internship of 25 hours per week of structured clinical practice under the observation of a nursing instructor at Kent General Hospital from January through July. An entire month is spent at Delaware State Hospital for the psychological component of nursing.

Upon graduation, the student will have demonstrated the following nursing activities without supervision:

1. Providing morning and afternoon care to all types of patients
2. Monitoring vital signs (BP, TPR)
3. Admitting and discharging the patient
4. Teaching diabetic patients:
    a. Clinitest
    b. Insulin injection
    c. Diabetic diet
    d. Special foot care
    e. Complications
5. Applying warm or cold compresses and sterile dressings, (gloves or forceps)
6. Preparing patient for operative procedures and administering pre-op, post-op, and post-partum care
7. Managing the indwelling catheter, (catheter irrigation)

8. Irrigating naso-gastric tube

9. Administering tubal gastrostomy feedings

10. Caring for the patient with $O_2$ therapy and with I.V. therapy, such as observing infiltration, regulating rate, and filling and regulating pediatrol

11. Assisting physicians to do any treatments:

    a. Sigmoidoscopy
    b. Pelvic exam
    c. Lumbar puncture
    d. Thoracenthesis
    e. Paracenthesis
    f. Liver biopsy
    g. Physical exam

12. Assisting the patient with crutch walking and/or a walker

13. Administering enema:

    a. Fleet enema
    b. S.S.E.

14. Caring for the patient with chest tube

15. Caring for patients with traction:

    a. Pelvic traction
    b. Skeletal with balanced traction
    c. Cervical traction
    d. Skin or bucks traction

16. Accurately recording and reporting pertinent information, (graphic chart, nurse's notes, intake-output sheets)

17. Contributing information for formulating nursing care plan, (individualized)

18. Providing emotional support to any type of patient

19. Providing basic discharge teaching for patients:

    a. Medication
    b. Activities
    c. Diet
    d. Hygiene
    e. Follow-up appointment

20. Correctly selecting and administering foods and fluids appropriate to a child's needs, age, and condition within the specification of the doctor's orders.

21. Providing emotional support to a child appropriate to the age and condition

22. Providing diversional and play activities appropriate to a child's age and disease condition

23. Operating suction machine, aqua K pad, oxygen flow valve, croupette, isolette

24. Admitting the maternity patient:

    a. Soap suds enema
    b. Check fetal heart tones
    c. Assist physician with vaginal and amniotomy

25. Monitoring labor patient:

    a. Check fetal heart tones
    b. Time contractions

26. Perceiving motivational forces that affect human relationships in social and working environments.

The following nursing activities may require some orientation or supervision at the initial experience:

1. Oral, intramuscular, or subcutaneous medication

2. Catheterization

3. Tracheostomy care

4. Colostomy care and irrigation

5. All types of isolations
6. Sterile wound irrigation
7. Care of the body after death
8. Cardiopulmonary resuscitation
9. Fetal monitor
10. Primary care of newborn in delivery room
11. Oral, nausal, pharangeal suctioning of infants
12. Perineal prep

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## EXECUTIVE SECRETARIAL CURRICULUM

## SECRETARIAL TECHNOLOGY

## MINIMUM COMPETENCIES

The Secretarial Department offers three programs: a two-year Executive Secretarial degree, (A.A.S.), a one-year Clerical diploma, and a one-year Stenographic diploma.

A student who completes the two-year Executive Secretarial program has demonstrated competency in:

1. Typing straight-copy material at a minimum of 60 words a minute for five minutes with 98 percent accuracy

2. Typing business papers for a sustained period of up to 50 minutes at the following production rates:

   Letters, 15 w.a.m.
   Statistical Tables, 12 w.a.m.
   Manuscripts and Reports, 15 w.a.m.
   Stencils and Masters, 15 w.a.m.

3. Taking dictation of a non-technical nature at a minimum rate of 100 words a minute for five minutes and transcribing it back with 98 percent accuracy at a minimum transcription rate of 20 words a minute

4. Taking dictation and transcribing in mailable letter form, with progressive dictation rates from 100 to 120 words a minute and progressive transcription rates from 20 to 25 words a minute, for a sustained period of 30 minutes

5. Filing correspondence in an alphabetic, numeric, subject, or geographic file and maintaining control of the files using "out" guides and requisitions

6. Computing problems involving addition, subtraction, multiplication, division, fractions, decimals, percentages, and discounts on a 10-key calculating machine using the touch system with a minimum of 78 percent accuracy

7. Handling incoming and outgoing telephone calls in a friendly, courteous, helpful, and businesslike manner

8. Sorting, opening, dating, stamping, annotating, and distributing incoming mail

9. Preparing outgoing mail, including folding and inserting letters properly into envelopes, sealing, weighing, and affixing appropriate postage on each item

10. Composing letters, memos, and reports that are coherent, concise, clear, complete, and grammatically correct

11. Locating and summarizing information for a report or speech using general and business sources of information

12. Taking minutes of a meeting and transcribing them back in proper format without error

13. Planning a meeting or conference and following through on all details

14. Planning an itinerary and making necessary travel arrangements

15. Transcribing business documents from a voice-recording machine

16. Greeting visitors in a manner which exhibits appropriate business behavior

17. Performing all the steps in the accounting cycle for a single proprietorship

18. Using the Memory typewriter to type, store, and recall business documents

19. Duplicating documents on a spirit duplicating machine, mimeograph machine, and a Xerox machine

20. Using the Executive typewriter to type business documents, including statistical and line justification

21. Organizing and writing a concise, coherent technical report

22. Organizing and delivering a clear, effective oral presentation

23. Perceiving motivational forces that affect human relationships in social and working environments.

## ONE-YEAR CLERICAL CURRICULUM

## SECRETARIAL TECHNOLOGY

## MINIMUM COMPETENCIES

The Secretarial Department offers three programs: a two-year Executive Secretarial degree, (A.A.S.), a one-year Clerical diploma, and a one-year Stenographic diploma.

A student who completes the one-year Clerical program has demonstrated competency in:

1. Typing straight-copy material at a minimum of 50 words a minute for five minutes with 98 percent accuracy

2. Typing for a sustained period of up to 50 minutes business papers at the following rates:

   Letters, 12 w.a.m.
   Statistical Tables, 10 w.a.m.
   Manuscripts and Reports, 12 w.a.m.
   Stencils and Masters, 12 w.a.m.

3. Filing correspondence in an alphabetic, numeric, subject, or geographic file and maintaining control of the files using "out" guides and requisitions

4. Computing problems involving addition, subtraction, multiplication, division, fractions, decimals, percentages, and discounts on a 10-key calculating machine using the touch system with a minimum of 78 percent accuracy

5. Handling incoming and outgoing telephone calls in a friendly, courteous, helpful, and businesslike manner

6. Sorting, opening, dating, stamping, annotating, and distributing incoming mail

7. Preparing outgoing mail, including folding and inserting letters properly into envelopes, sealing, weighing, and affixing appropriate postage on each item

8. Greeting visitors in a manner which exhibits appropriate business behavior

9. Duplicating documents on a spirit duplicating machine, mimeograph machine, and a Xerox machine

10. Handling routine payroll records for a business

11. Perceiving motivational forces that affect human relationships in social and working environments.

## ONE-YEAR STENOGRAPHIC CURRICULUM

## SECRETARIAL TECHNOLOGY

## MINIMUM COMPETENCIES

The Secretarial Department offers three programs: a two-year Executive Secretarial degree, (A.A.S.), a one-year Clerical diploma, and a one-year Stenographic diploma.

A student who completes the one-year Stenographic program has demonstrated competency in:

1. Typing straight-copy material at a minimum of 50 words a minute for five minutes with 98 percent accuracy

2. Typing business papers for a sustained period of up to 50 minutes at the following rates:

   Letters, 12 w.a.m.
   Statistical Tables, 10 w.a.m.
   Manuscripts and Reports, 12 w.a.m.
   Stencils and Masters, 12 w.a.m.

3. Taking dictation of a non-technical nature at a minimum rate of 80 words a minute for five minutes and transcribing it back with 98 percent accuracy at a minimum transcription rate of 12 to 15 words a minute

4. Taking dictation and transcribing in mailable letter form, with progressive dictation rates at 80 words a minute and progressive transcription rates of 12 to 15 words a minute, for a sustained period of 30 minutes

5. Filing correspondence in an alphabetic, numeric, subject, or geographic file and maintaining control of the files using "out" guides and requisitions

6. Computing problems involving addition, subtraction, multiplication, division, fractions, decimals, percentages, and discounts on a 10-key calculating machine using the touch system with a minimum of 78 percent accuracy

7. Handling incoming and outgoing telephone calls in a friendly, courteous, helpful, and businesslike manner

8. Sorting, opening, dating, stamping, annotating, and distributing incoming mail

9. Preparing outgoing mail, including folding and inserting letters properly into envelopes, sealing, weighing, and affixing appropriate postage on each item

10. Composing letters, memos, and reports that are coherent, concise, clear, complete, and grammatically correct

11. Locating and summarizing information for a report or speech using general and business sources of information

12. Taking minutes of a meeting and transcribing them back in proper format without error

13. Planning a meeting or conference and following through on all details

14. Planning an itinerary and making necessary travel arrangements

15. Transcribing business documents from a voice-recording machine

16. Greeting visitors in a manner which exhibits appropriate business behavior

17. Performing all the steps in the accounting cycle for a single proprietorship

18. Using the Memory typewriter to type, store, and recall business documents

19. Duplicating documents on a spirit duplicating machine, memeograph machine, and a Xerox machine

20. Using the Executive typewriter to type business documents, including statistical and line justification

21. Perceiving motivational forces that affect human relationships in social and working environments.

## APPENDIX A - POLICY ON CLEP EXAMINATIONS

| EXAMINATION TOPIC | EXAMINATION | SCALE SCORE | TERRY CAMPUS COURSE | CREDITS |
|---|---|---|---|---|
| English Comp. - Test 1 | General | 44 * | RE 121, English I | 3 |
| | | 44 * | RE 122, English II | 3 |
| Social Science & History - Test 2 | General | | None | |
| Natural Science - Test 3 | General | | None | |
| Humanities - Test 4 | General | | None | |
| Mathematics - Test 5 | General | 50 | RM 121, Tech Math I | 4 |
| | | 50 | RM 132, Bus. Tech Math II | 4 |
| American Government | Subject | 50 | RH 122, Political Science | 3 |
| Psychology | Subject | 50 | RH 221, General Psychology | 3 |
| Sociology | Subject | 50 | RH 127, Sociology I | 3 |
| Human Growth & Development | Subject | 50 | RH 212, Human Development II | 3 |
| General Chemistry | Subject | 46 | RC 121, General Chemistry | 4 |
| Elem. Comp. Prog. - Fortan IV | Subject | 48 + 2 sample programs | DP 251, Formula Translation Language | 4 |
| Introductory Accounting | Subject | 47 + a practice set | BA 141, 142, & 143, Accounting I/II/III | 12 |
| Introduction to Business Mgmt. | Subject | 47 | BA 231, Prin. of Management | 4 |
| Introductory Business Law | Subject | 51 | BA 131, Business Law I | 4 |
| Introductory Marketing | Subject | 48 + a research project | BA 221, Prin. of Marketing | 4 |
| Computers & Data Processing | Subject | 48 | DP 130, Intro. to Data Processing | |

*NOTE: Credit will be granted if the student writes an authorized writing sample that is approved by the English Department. The writing sample will consist of a 500 word composition on a subject of the student's choice and will be written under supervision of a college representative.